



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 11751429
SAU: Westbrook School Department
School: Fred C Wescott School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

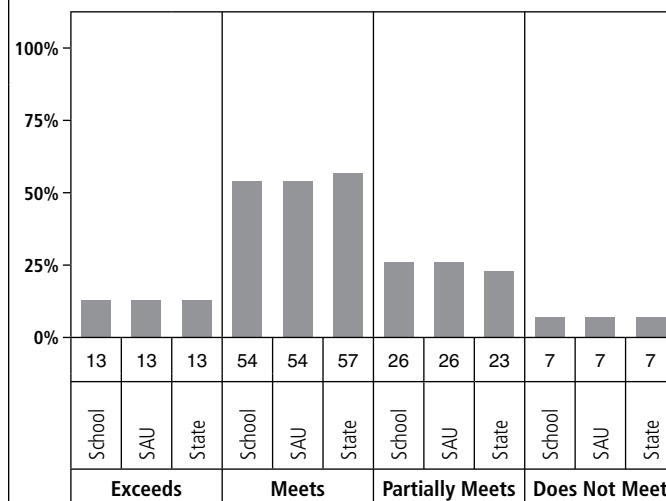
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

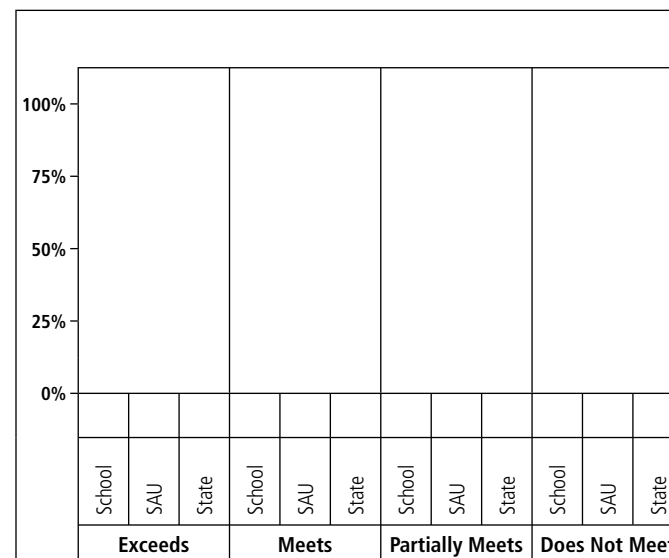
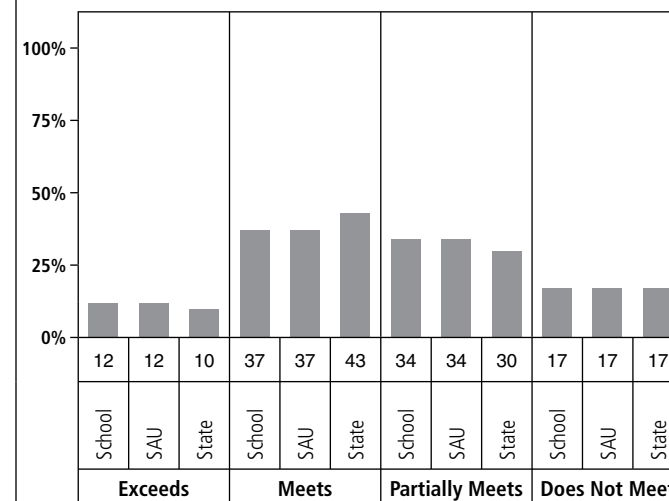
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	641	641	644
2006–2007	643	643	646
2007–2008	648	648	648
Cum. Avg. *	644	644	646
Mathematics			
2005–2006	636	636	641
2006–2007	639	639	643
2007–2008	642	642	642
Cum. Avg. *	639	639	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	198	100	198	100	14365	100	196	99	196	99	14266	99	196	99	196	99	14268	99												
Ethnicity African American/Black	14	7	14	7	418	3	13	93	13	93	407	97	13	93	13	93	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	1	1	1	1	249	2	1	100	1	100	249	100	1	100	1	100	248	100												
Hispanic	5	3	5	3	149	1	5	100	5	100	147	99	5	100	5	100	147	99												
Caucasian/White	178	90	178	90	13438	94	177	100	177	100	13353	100	177	100	177	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	36	18	36	18	2518	18	35	100	35	100	2479	99	35	100	35	100	2479	99												
Current LEP	2	1	2	1	349	2	1	50	1	50	339	97	1	50	1	50	344	99												
Economically disadvantaged	75	38	75	38	5335	37	73	99	73	99	5277	99	73	99	73	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	155	78	155	78	11613	81	155	78	155	78	11626	81												
Identified disability (PET/IEP)	2	1	2	1	373	3	2	1	2	1	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	1	1	1	1	149	1	1	1	1	1	150	1												
Participation with accommodations	40	20	40	20	2451	17	40	20	40	20	2446	17												
Identified disability (PET/IEP)	32	80	32	80	1909	78	32	80	32	80	1910	78												
LEP	1	3	1	3	142	6	1	3	1	3	152	6												
504 plan	6	15	6	15	85	3	6	15	6	15	84	3												
Other	1	3	1	3	350	14	1	3	1	3	335	14												
Participation through alternate assessment (PAAP)	1	1	1	1	197	1	1	1	1	1	196	1												
Identified disability (PET/IEP)	1	100	1	100	197	100	1	100	1	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	1	1	1	1	24	0	1	1	1	1	24	0												
Non-participation – other	1	1	1	1	75	1	1	1	1	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	10	6	10	6	1176	8
	2006-2007	10	5	10	5	1132	8
	2007-2008	26	13	26	13	1817	13
	Cum. Total*	46	8	46	8	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	80	47	78	46	7612	51
	2006-2007	100	55	100	54	8127	57
	2007-2008	106	54	106	54	8072	57
	Cum. Total*	286	52	284	52	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	50	29	49	29	4080	27
	2006-2007	47	26	48	26	3549	25
	2007-2008	50	26	50	26	3194	23
	Cum. Total*	147	27	147	27	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	31	18	31	18	2005	13
	2006-2007	26	14	26	14	1478	10
	2007-2008	13	7	13	7	981	7
	Cum. Total*	70	13	70	13	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.8	58.6	32.8	58.6	32.7	58.4
Literary Text	28	50	16.2	57.9	16.2	57.9	16.3	58.2
Informational Text	28	50	16.6	59.3	16.6	59.3	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Westbrook School Department
 School: Fred C Wescott School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	195	26	13	106	54	50	26	13	7	648	195	13	54	26	7	648	14064	13	57	23	7	648
Ethnicity																						
African American/Black	13	2	15	5	38	3	23	3	23	644	13	15	38	23	23	644	399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	1										1						247	16	60	20	4	650
Hispanic	5	0	0	2	40	2	40	1	20	639	5	0	40	40	20	639	145	8	45	34	14	643
Caucasian/White	176	24	14	99	56	44	25	9	5	649	176	14	56	25	5	649	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	34	2	6	8	24	14	41	10	29	636	34	6	24	41	29	636	2282	2	29	42	27	636
No	161	24	15	98	61	36	22	3	2	651	161	15	61	22	2	651	11782	15	63	19	3	650
Current LEP																						
Yes	1										1						329	4	44	30	22	640
No	194	26	13	105	54	50	26	13	7	648	194	13	54	26	7	648	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	72	7	10	36	50	19	26	10	14	644	72	10	50	26	14	644	5153	6	51	31	12	643
No	123	19	15	70	57	31	25	3	2	651	123	15	57	25	2	651	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	195	26	13	106	54	50	26	13	7	648	195	13	54	26	7	648	14057	13	57	23	7	648
Gender																						
Female	97	15	15	58	60	16	16	8	8	649	97	15	60	16	8	649	6967	16	59	20	5	650
Male	98	11	11	48	49	34	35	5	5	647	98	11	49	35	5	647	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	9	50	8	44	1	6	641	18	0	50	44	6	641	1186	6	41	42	11	642
No	177	26	15	97	55	42	24	12	7	649	177	15	55	24	7	649	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										0						557	50	48	2	0	661
No	195	26	13	106	54	50	26	13	7	648	195	13	54	26	7	648	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	7 45 45 4	0 15 8 3	0 17 9 38	5 48 50 2	38 56 58 25	4 18 26 2	31 21 30 25	4 5 2 1	31 6 2 13	636 650 648 651	7 45 45 4	0 17 9 38	38 56 58 25	31 21 30 25	31 6 2 13	636 650 648 651	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	41 47 9 3	13 12 0 1	16 13 0 17	48 50 6 1	61 56 35 17	17 20 9 3	22 22 53 50	1 7 2 1	1 8 12 17	651 648 640 644	41 47 9 3	16 13 0 17	61 56 35 17	22 22 53 50	1 8 12 17	651 648 640 644	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	35 51 12 3	18 8 0 0	27 8 0 0	33 59 11 2	50 61 50 33	10 24 10 4	15 25 45 67	5 5 1 0	8 5 5 0	652 648 641 642	35 51 12 3	27 8 0 0	50 61 50 33	15 25 45 67	8 5 5 0	652 648 641 642	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 68 19	2 19 5	9 15 14	7 72 25	30 55 68	10 33 6	43 25 16	4 6 1	17 5 3	641 649 652	12 68 19	9 15 14	30 55 68	43 25 16	17 5 3	641 649 652	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 52 37	0 12 14	0 12 20	8 54 42	38 55 61	8 28 11	38 29 16	5 4 2	24 4 3	636 647 654	11 52 37	0 12 20	38 55 61	38 29 16	24 4 3	636 647 654	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	61 38 1	15 11 0	13 15 0	63 42 0	55 58 0	32 16 1	28 22 50	5 4 1	4 5 50	648 650 627	61 38 1	13 15 0	55 58 0	28 22 50	4 5 50	648 650 627	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 34 14 32	5 10 5 6	14 15 19 10	22 38 10 34	59 58 37 55	8 16 9 17	22 25 33 27	2 1 3 5	5 2 11 8	650 651 646 646	19 34 14 32	14 15 19 10	59 58 37 55	22 25 33 27	5 2 11 8	650 651 646 646	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	29 29 29 14	0 0 0 0	0 0 0 0	0 1 1 0	0 50 50 0	2 1 0 1	100 50 0 100	0 0 1 0	0 0 50 0	634 639 634 632	29 29 29 14	0 0 0 0	0 50 50 0	100 50 0 100	0 0 50 0	634 639 634 632						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	9	5	9	5	1463	10
	2006-2007	24	13	24	13	2092	15
	2007-2008	24	12	24	12	1474	10
	Cum. Total*	57	10	57	10	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	56	33	54	32	5914	40
	2006-2007	57	31	57	31	5731	40
	2007-2008	72	37	72	37	6008	43
	Cum. Total*	185	34	183	33	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	61	36	60	36	4494	30
	2006-2007	62	34	62	34	4175	29
	2007-2008	66	34	66	34	4244	30
	Cum. Total*	189	34	188	34	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	45	26	45	27	3014	20
	2006-2007	40	22	41	22	2308	16
	2007-2008	33	17	33	17	2346	17
	Cum. Total*	118	21	119	22	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.3	48.9	9.3	48.9	9.6	50.5
Cluster 2: Shape and Size	15	27	8.0	53.3	8.0	53.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.3	61.4	4.3	61.4	4.2	60.0
Cluster 4: Patterns	15	27	7.7	51.3	7.7	51.3	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Westbrook School Department
 School: Fred C Wescott School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	195	24	12	72	37	66	34	33	17	642	195	12	37	34	17	642	14072	10	43	30	17	642
Ethnicity																						
African American/Black	13	1	8	5	38	3	23	4	31	633	13	8	38	23	31	633	409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	1										1						247	13	50	25	13	646
Hispanic	5	0	0	1	20	3	60	1	20	630	5	0	20	60	20	630	145	9	32	34	25	638
Caucasian/White	176	23	13	66	38	59	34	28	16	643	176	13	38	34	16	643	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	34	1	3	9	26	10	29	14	41	631	34	3	26	29	41	631	2283	2	18	31	49	627
No	161	23	14	63	39	56	35	19	12	645	161	14	39	35	12	645	11789	12	48	30	10	645
Current LEP																						
Yes	1										1						339	5	22	32	41	631
No	194	24	12	71	37	66	34	33	17	642	194	12	37	34	17	642	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	72	5	7	24	33	25	35	18	25	637	72	7	33	35	25	637	5160	4	34	36	26	636
No	123	19	15	48	39	41	33	15	12	645	123	15	39	33	12	645	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	195	24	12	72	37	66	34	33	17	642	195	12	37	34	17	642	14065	10	43	30	17	642
Gender																						
Female	97	12	12	39	40	31	32	15	15	643	97	12	40	32	15	643	6974	10	43	31	16	642
Male	98	12	12	33	34	35	36	18	18	642	98	12	34	36	18	642	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	2	11	11	61	5	28	631	18	0	11	61	28	631	1192	4	23	43	30	634
No	177	24	14	70	40	55	31	28	16	643	177	14	40	31	16	643	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										0						557	53	42	4	0	663
No	195	24	12	72	37	66	34	33	17	642	195	12	37	34	17	642	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: Westbrook School Department
School: Fred C Wescott School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	1	8	2	15	4	31	6	46	629	7	8	15	31	46	629	6	6	33	31	31	635
B. less than one hour	45	9	10	32	37	33	38	12	14	642	45	10	37	38	14	642	56	11	43	30	16	643
C. one to two hours	45	12	14	35	41	25	29	14	16	643	45	14	41	29	16	643	34	11	45	30	14	644
D. more than two hours	4	2	25	2	25	3	38	1	13	649	4	25	25	38	13	649	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	60	18	16	45	39	33	29	18	16	644	60	16	39	29	16	644	45	14	47	28	11	646
B. They match some of what I have learned.	32	5	8	22	35	24	39	11	18	640	32	8	35	39	18	640	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	0	0	4	36	5	45	2	18	636	6	0	36	45	18	636	9	6	30	33	32	635
D. There is no match.	2	1	25	0	0	1	25	2	50	636	2	25	0	25	50	636	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	11	18	28	47	19	32	2	3	649	31	18	47	32	3	649	29	24	51	17	8	651
B. good	46	13	15	30	34	27	31	17	20	643	46	15	34	31	20	643	48	6	45	33	16	641
C. fair	20	0	0	13	33	14	36	12	31	633	20	0	33	36	31	633	19	1	29	42	28	634
D. poor	3	0	0	0	0	3	60	2	40	627	3	0	0	60	40	627	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	0	0	13	34	20	53	5	13	637	20	0	34	53	13	637	24	5	38	33	24	638
B. about the same as my regular schoolwork	56	9	8	44	41	36	33	19	18	641	56	8	41	33	18	641	62	9	45	31	14	643
C. easier than my regular schoolwork	24	15	33	14	30	8	17	9	20	650	24	33	30	17	20	650	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	53	13	13	37	37	36	36	15	15	642	53	13	37	36	15	642	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	46	10	11	33	38	28	32	16	18	642	46	11	38	32	18	642	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	33	0	0	0	0	2	67	623	2	33	0	0	67	623	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	17	2	6	13	39	12	36	6	18	639	17	6	39	36	18	639	17	8	39	30	22	639
B. two or three days a week	26	6	12	18	36	17	34	9	18	641	26	12	36	34	18	641	34	11	44	31	14	643
C. two or three times each month	33	9	14	22	35	22	35	10	16	643	33	14	35	35	16	643	31	12	44	29	15	644
D. never or almost never	24	7	16	18	40	13	29	7	16	645	24	16	40	29	16	645	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	11	3	14	9	43	7	33	2	10	647	11	14	43	33	10	647	11	11	37	29	23	641
B. two or three days a week	35	10	15	27	40	17	25	14	21	644	35	15	40	25	21	644	32	11	44	30	15	643
C. two or three times each month	27	7	13	21	40	17	33	7	13	643	27	13	40	33	13	643	32	11	45	30	15	643
D. never or almost never	27	4	8	14	27	23	45	10	20	637	27	8	27	45	20	637	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	1	6	3	17	6	33	8	44	628	9	6	17	33	44	628	7	6	29	33	32	635
B. 30–45 minutes	51	7	7	39	40	35	36	16	16	641	51	7	40	36	16	641	37	8	39	34	20	640
C. 45–60 minutes	38	16	22	28	38	22	30	7	10	648	38	22	38	30	10	648	42	13	47	28	12	645
D. more than 60 minutes	1	0	0	0	0	1	50	1	50	623	1	0	0	50	50	623	15	12	46	27	15	644
Optional school/SAU question																						
A.	29	0	0	0	0	1	50	1	50	629	29	0	0	50	50	629						
B.	29	0	0	0	0	1	50	1	50	621	29	0	0	50	50	621						
C.	29	0	0	0	0	0	0	2	100	610	29	0	0	0	100	610						
D.	14	0	0	0	0	0	0	1	100	622	14	0	0	0	100	622						